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RTO Compliance

**AQTF (2007) Essential Standards for Registered Training Organisations (RTOs)**

The Essential Standards for registration apply to all Registered Training Organisations from 1 July 2007.

This document contains the AQTF 2007 requirements for RTOs, including:

* a set of conditions (Conditions of Registration) to be met while operating as a training provider
* three standards relating to training and assessment, client services and management systems
* a set of quality indicators, or data to be collected, to help the RTO continuously improve its training and assessment, and to help the registering body to monitor the quality of the RTO’s operations.

The Standards

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| **Standard** | **Essential elements** |
| Standard 1  The RTO provides quality training and assessment across all of its operations | 1.1 The RTO collects, analyses and acts on relevant data for continuous improvement of training and assessment.  1.2 Strategies for training and assessment meet the requirements of the relevant Training Package or accredited course and are developed in consultation with industry stakeholders.  1.3 Staff, facilities, equipment, and training and assessment materials used by the RTO are consistent with the requirements of the Training Package or accredited course and the RTO’s own training and assessment strategies.  1.4 Training and assessment are conducted by trainers and  assessors who:  (a) have the necessary training and assessment competencies as determined by the National Quality Council or its successors  (b) have the relevant vocational competencies at least to the level being delivered or assessed  (c) continue developing their vocational and training and assessment competencies to support continuous improvements in delivery of the RTO’s services.  1.5 Assessment, including Recognition of Prior Learning (RPL):  (a) meets the requirements of the relevant Training Package or accredited course  (b) is conducted in accordance with the principles of assessment and the rules of evidence  (c) meets workplace and, where relevant, regulatory requirements. |
| Standard 2  The RTO adheres to principles of access and equity and maximises outcomes for its clients | 2.1 The RTO continuously improves client services by collecting, analysing and acting on relevant data.  2.2 Before clients enrol or enter into a contract, the RTO informs them about the training, assessment and support services to be provided, and about their rights and obligations.  2.3 Employers and other parties who contribute to each learner’s training and assessment are engaged in the development, delivery and monitoring of training and assessment.  2.4 Learners receive training, assessment and support services that meet their individual needs.  2.5 Learners have timely access to current and accurate records of their participation and progress.  2.6 Complaints and appeals are addressed efficiently and effectively. |
| Standard 3  Management systems are responsive to the needs of clients, staff and stakeholders, and the environment in which the RTO operates | 3.1 The RTO uses a systematic and continuous improvement approach to the management of operations.  3.2 The RTO monitors training and/or assessment services provided on its behalf to ensure that they comply with all aspects of the AQTF 2007 Essential Standards for Registration.  3.3 The RTO manages records to ensure their accuracy and integrity. |

**Quality Indicators**

From 2008, registered training organisations (RTOs) will be required to collect and use data on the three quality indicators endorsed by the National Quality Council:

• **Learner engagement**. This indicator will focus on the extent to which learners are engaging in activities likely to promote high-quality skill outcomes and will include learner perceptions of the quality of their competency development and the support they receive or have received from RTOs.

• **Employer satisfaction**. This indicator will focus on employer evaluation of learner competency development and the relevance of learner competency to work and further training, as well as employer evaluation of the overall quality of the training and assessment.

• **Competency completion.** This indicator will show the number of enrolments and qualifications completed and units of competency awarded in the previous calendar year by each RTO.

RTOs will be required to use a Learner Questionnaire, the Employer Questionnaire and the Competency Completion Indicator annually.

**Scope of Registration**

The regional RTO’s Scope of Registration determines the AQF qualifications and units of competency the schools in the region may deliver.

Full details of Western Sydney’s scope can be found at the [National Training Information Service (NTIS)](http://www.ntis.gov.au/) website. The NTIS code for Western Sydney Region is 90221

**Schools’ Access to the Regional RTO Scope**

Each school in the region delivering VET courses is issued with an Authority to Run (ATR) for each calendar year.

The ATR confirms the AQF qualifications and/or courses the school is authorised to deliver. Any changes to a school’s staffing or access to resources which would affect their ability to deliver a VET course to AQTF standards must be notified to the regional RTO as soon as the school becomes aware of the change.

Approval is obtained by the completion of the “Application to Deliver a New VET Course” proforma. Applications are due at the end of Term 2 for the following school year.

**The Organisation of VET in Western Sydney**

**Regional Vocational Education Consultants**

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**Roles and Responsibilities**

The effective management of a regional RTO and delivery of VET courses at schools within the RTO depends upon a partnership between regional and school personnel. The following is provided as a guide for the effective sharing of these responsibilities.

**Western Sydney Regional RTO**

* Ensure that school delivery and assessment of VET qualifications comply with AQTF Standards and are consistent with the Region’s’ scope.
* Assess the school’s Authority to Run (ATR) a New VET Course – Application Form submitted by individual schools and oversee the preparation of applications to VETAB to vary the scope of Registration for the RTO if required.
* Ensure qualifications and experience of VET staff in schools comply with AQTF standards
* Prepare registration and extension to scope documentation.
* Monitor continuous quality improvement.
* Collect and analyse data such as eBOS, Regional VET provision, post school destinations and client/stakeholder feedback.
* Prepare and maintain business and /or strategic plans.
* Develop and implement appropriate planning processes.

**Secondary Schools Delivering VET Courses within the RTO**

* Ensure that delivery and assessment of VET qualifications comply with AQTF Standards and is consistent with the schools ATR.
* Provide evidence to the Board of Studies to facilitate the issuance of AQF Qualifications and Statements of Attainment.
* Ensure teacher qualifications match with competencies being delivered
* Collect and analyse and act on appropriate data (including competency completion and learner satisfaction data) in order to continuously improve training and assessment.

**School VET Coordinator**

* As the Principals delegate ensure that delivery and assessment of VET qualifications comply with AQTF Standards and is consistent with the schools ATR.
* Act as point of contact for the school’s VET teachers
* Ensure teacher qualifications match with competencies being delivered.
* Monitor the accurate and timely entry of students details and qualifications onto eBOS-VCS through Schools Online
* Facilitate the submission of the Authority to Run a New VET Course – Application Form if variations to the school delivery are required.
* Support the collection and analysis of appropriate data (including competency completion and learner satisfaction data) to inform the schools continuous improvement plans.

**Administrative and Records Management Procedures**

**Necessary Documentation**

There are currently eight Board of Studies Industry Curriculum Frameworks delivered in Western Sydney:

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| --- | --- |
| * Business Services * Construction * Information Technology * Metals And Engineering | * Primary Industries * Retail * Tourism and Hospitality * Entertainment |

**Framework Documentation**

Comprises:

* Syllabus Part A – Course Structures and Requirements
* Syllabus Part B – Units of Competency and HSC Requirements
* Support Document

All teachers should make sure they have the latest copies of these documents. The latest copies of all documentation can be found on the Board of Studies website on[www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au)

**Industry Curriculum Framework Information Package (ICFIP)**.

The ICFIP represents a key mechanism through which the Region and schools will demonstrate compliance with Registered Training Organisation requirements.VET Teachers should ensure that they have access to the most recent version of the ICFIP which is provided to schools on disc each year. A copy can also be found in the Vocational Education Directorate website on the department’s intranet site at [detwww.det.nsw.edu.au/directorates/vet\_schools/index.htm](https://detwww.det.nsw.edu.au/directorates/vet_schools/vet-in-Schools/frameworks.html%20)

**Version Control**

Version Control is the system an RTO utilises to ensure that information and documentation is the most current available. The process is an essential component of quality control and management. The ICFIP is an important compliance tool and must be maintained and updated at all delivery sites. All documents should have a dated header or footer indicating version of document.

**Provision of Information to Students**

To ensure consistency of information across the region the 2010 Student Information Brochure (see Appendixes) should be issued to every student as they enter the course. This brochure should be signed for by the student and the information within must be explained to the student/class. The brochure should be used to clarify the responsibilities of those involved in the delivery and achievement of course outcomes. If an issue arises the student should be referred to the Student Information Brochure to seek clarification and if necessary the most appropriate steps to be taken.

At the commencement of the course each student should be issued with an outline of the course which indicates the competencies to be studied and where possible the sequence in which the course will be delivered.

**Resources**

Teachers should refer to the relevant section of the ICFIP for detailed checklists of resources and equipment. It is essential that the resources checklists be completed for each vocational HSC course being delivered. Quality assurance of VET courses is the responsibility of Principals.

**Student Records**

1. For the duration of the course, schools should maintain a student file with information such as:

* warning letters
* Student Placement Record
* HSC exam withdrawal pro forma
* application for RPL
* any assessment appeals
* copies of workplacement employer reports.
* copies of competencies achieved
* copies of any workplacement accident reports, claims for damages and results of assessments for damages.

2. At the end of each calendar year and/or when students exit from the course or school a copy of the eBOS printout detailing units of competence achieved signed by both teacher and student should be added to the student’s record.

3. At the completion of the course, the school should archive:

* the Student Placement Record which must be securely kept until the student reaches the age of 21 or for 3 years after the placement has been completed whichever is the longer
* copies of any workplacement accident reports, claims for damages and results of assessments for damages. It is recommended these records be kept until the injured party reaches 25 years or for 7 years, whichever is greater.

**Recording Student Achievement of Competence**

The **competency record spreadsheet** forms a permanent record of all units and elements of competency demonstrated by students undertaking courses within the Curriculum Framework. The use of these spreadsheets is highly recommended by the Western Sydney RTO.

Achievement of elements of competency and units of competency should be progressively recorded. It is necessary to record the date on which the student achieved the complete competency. The spreadsheets for each course are provided to each school and teachers will need to copy the appropriate spreadsheet for their class and maintain the records. These spreadsheets should be printed off at the end of the year and archived within the school.

It should be noted that:

* all performance criteria need to be met to demonstrate the achievement of an element of competency
* all elements of competency must be achieved in order to demonstrate the achievement of a unit of competency
* the class teacher is responsible for recording and maintaining student assessment record (This includes elements of competency and attempts made as well as units of competency achieved).
* eBOS should be regularly updated. A minimum of once a term is recommended.
* At the end of each calendar year and particularly when students exit from the course and /or school a print out from eBOS printout detailing units of competence achieved should be signed by both teacher and student and filed with students records.

**Student Subject Selection and Access to VET Courses**

VET courses are for all students and every student should be given accurate information regarding the availability of these courses. Ideally subject selection procedures in schools should ensure that VET courses are integrated with the general offering at the school and information regarding the courses available to students and parents. If the school requires assistance in this process the vocational education consultants should be contacted. Regional resources such as VET Expo or written and promotional material may be available for your use.

Every student has the right to VET courses that is offered at the school. No student should be excluded from choosing a program of study.

Students with an identified disability or studying a Life Skills HSC can also elect to do these courses. If a student with an identified disability (i.e. has a current disability confirmation sheet) is studying a VET framework course at school then the school is entitled to apply for additional funding to support the student. Your Support Teacher Transition (STT) can provide further information. Information to support teachers with special needs students in their class is included in the appendixes.

**Professional Development**

**Teacher Professional Development**

Professional development for VET teachers should include industry visits and network opportunities to enhance this aspect of the delivery of VET courses. Principals should be aware that a minimum of 30 hours of industry contact over any two-year period is a specific requirement for Hospitality teachers.

Schools should address the issue of currency by developing policies and procedures for the continuity and frequency of professional development experiences for all VET trained teachers including those teachers not currently delivering. The organisation of workplacement that involves orientation of host employers, supervising visits during workplacement and collaborative assessment of students with a workplace assessor, are all ways by which teachers can build their industry contacts.

**All VET teachers MUST keep a record of their professional development experiences.** These experiences could include:

* short and long courses
* additional training or in-service meetings
* network meetings with other teachers and visits to other schools
* visits to industry for workplacement organisation and supervision
* part-time employment experience
* professional reading
* Professional dialogue undertaken as part of assessment validation strategy.

All VET trained teachers should submit their Professional Development Record to the VET Coordinator at the end of each year for inclusion with school VET records in preparation for the annual audit of compliance.

**Teacher Training**

The teacher training model for most HSC VET courses (except Entertainment):

* builds on an entry requirement of a teaching qualification in a related subject specialisation, for example, entry to Retail teacher training requires a subject specialisation in Economics, Commerce or Business Studies
* includes an orientation, industry specific training, industry placement and the attainment of *Certificate IV in Training and Assessment (TAA 40104) or equivalent*
* provides opportunities for teachers from other subject backgrounds, who have relevant industry qualifications and experience, to negotiate an individual pathway to accreditation through recognition of prior learning (RPL)

Teachers are not accredited to assess and sign off on student competencies until all elements of training have been completed.

There are two opportunities each year for teachers to become trained to deliver Industry Curriculum Frameworks

**Semester 1** training is available in Semester 1 for the following groups of teachers.

(a) Replacement teachers

A replacement teacher training nomination may be approved where a class is *in place* and the accredited teacher has left the school or taken leave for more than a term. All other options for filling gaps must be used before a replacement teacherwill be retrained.

(b) School funded teachers

Schools may fund teacher training. The school is responsible for all training costs, including travel and accommodation.

(c) Self funded teachers

Individual teachers may apply for VET training. Self-funded applicants are responsible for all costs of training, including travel and accommodation.

Note: Replacement applicants are given priority. Regionally funded, school- and self-funded participants may be offered a place in a training program if there are vacancies.

**Semester 2** training is usually available in Semester 2 for the following groups of teachers.

(a) Replacement teachers

(b) Regionally funded teachers

(c) School funded teachers

(d) Self funded teachers

(e) Regionally funded teachers

Funding will be allocated to Regions for additional VET teacher training places in semester 2. Funding for any replacement teachers is additional to this allocation and dependent upon options as outlined in (a) on previous page.

Schools should forward their applications to the Region by **Friday 5th June 2009**, (to be confirmed). Information inviting schools to submit teacher training nominations is advertised in “In Principal”. Regional committees decide which applicants will be funded on the basis of local needs and priorities. Funded teachers must be permanent DET teachers.

2009 Teacher training nomination forms are included in Appendices.

**Recognition of Prior Learning (RPL)**

Nominated teachers who have recent and relevant experience and/or qualifications in the related industry area may wish to seek recognition of prior learning (RPL) for

* entry to training (if they don’t meet the entry benchmark),
* exemption from components of training and/or
* Accreditation for additional units of competency on that basis.

Contact your Regional Vocational Education Consultant for more information.

**Replacing trained VET teachers**

It is essential that the RTO is notified as soon as the school is aware of the long term absence, transfer, resignation or withdrawal from training of a VET teacher.

The most desirable option is to replace the absent teacher with another trained VET teacher on the school staff. If this option is not possible, principals should consider

* Re-organising the school timetable to ensure a teacher with the same subject specialisation teaches the class. If this option is selected, the principal must ensure that the substitute teacher delivers only those parts of the course she or he is eligible to deliver
* negotiating a transfer of duties for a trained VET teacher from a neighboring school -a list of teachers (trained or in training) in your area is available from the Regional Vocational Education Consultant
* employing a suitably qualified TAFE NSW teacher to deliver some elements of the course

**Short term teacher absence (up to one term)**

It is essential that schools make adequate provision for students in the event of a short term teacher absence of one week to one term, otherwise recognition of students’ training may be jeopardised. In the event of the absence of the trained teacher, principals are required to ensure that the substitute teacher is eligible to deliver the part(s) of the course taught during the period of absence.

While it is always desirable that a trained VET teacher deliver all elements of a VET course, in some circumstances, other teachers with the same subject specialisation may be eligible to deliver some elements of the course. However,

* only a trained VET teacher or qualified industry assessor is accredited to assess a student’s work and competence
* elements of a course which have occupational health and safety implications must be taught by a trained VET teacher
* Elements of a course which are covered in the industry specific component of teacher training must be taught by a trained VET teacher.

**Long term absence (more than one term)**

It is essential that the RTO is notified as soon as the school is aware of the long term absence, transfer, resignation or withdrawal from training of a VET teacher.

If the teacher is currently teaching an HSC VET course, another trained VET teacher should take over the class as soon as possible. This may happen in a number of ways:

* another trained VET teacher may be directly appointed to the school
* a teacher on staff who meets the entry requirements for the course may be trained as a replacement
* one of the short term options may be used as an interim strategy

**Recognition of Prior Learning (RPL) for Students**

All schools wishing to deliver accredited training **must** adopt and implement RPL principles and processes. An Application for RPL is provided as in the attachments

**Using Students’ Employment for workplacement purposes in a VET course**

Students’ outside employment (i.e. not under the auspices of the school) may be recognised towards the requirement for workplacement in a VET course. Schools should refer to the:

i. ACE Manual Section 11.4.5.3

ii. Workplace Learning Procedures and Standards Document

Note The Department’s insurance and indemnity provisions do not apply to situations where a student uses a designated period of regular paid part-time employment as part of their mandatory HSC VET work placement. In these cases the student is not a voluntary worker and the workers compensation and insurance arrangements of the employer apply. All arrangements must be documented as specified in the Associated Document: Student Placement Record: *Using Current Employment for Mandatory Work Placement*. This documentation will also delineate insurance coverage.

The NSW Board of Studies has published policy to support schools with RPL.

Recognition of Prior Learning (RPL) and credit transfer within VET courses

Students can be granted credit (recognition of prior learning or credit transfer) for:

* units of competency within AQF VET qualifications
* School Certificate (SC) or HSC VET course outcomes and content as defined by the indicative hour requirements of SC or HSC VET courses
* mandatory work placement requirements.

Students may be awarded recognition for:

* units of competency achieved in another VET course (whether the VET course is undertaken as a part of their School Certificate (SC) or HSC, or as an independent activity outside of their SC or HSC)
* learning and experiences gained outside VET courses that are awarded through RPL.

Refer to Official Notice BOS 16/09 – [Recognition of Prior Learning (RPL) and Credit Transfer within VET Courses](http://news.boardofstudies.nsw.edu.au/index.cfm/2009/5/19/official-notice-recognition-prior-learning-credit-transfer-vet)

**RPL and credit transfer for *SC/HSC Indicative hour requirements***

Where a student is granted credit through RPL or credit transfer for units of competency in one or more VET courses, they are **not** required to undertake additional units of competency to meet the SC/HSC VET course indicative hour requirements.

**RPL and credit transfer for *HSC Requirements and Advice* in Industry Curriculum Frameworks**

Where a unit of competency has been awarded through RPL or credit transfer, the RTO delivering the HSC course is responsible for determining any gaps in learning for the HSC Requirements and Advice relating to that unit of competency and to provide a program which enables the student to address the identified gaps. *Board of Studies* 2010 <http://www.boardofstudies.nsw.edu.au/voc_ed/rpl.html>

**Assessment of Industry Framework Courses**

The courses within the Curriculum Framework are competency-based courses. The Board of Studies and the Vocational Education and Training Accreditation Board (VETAB) require that a competency-based approach to assessment be used and that the school holds a record of the competencies achieved.

In a competency-based course, assessment of competencies is criterion referenced. This means that a participant's performance is judged against a prescribed standard - not against the performance of other participants. The standard for measuring competency is based on industry standard and all VET teachers have undergone additional training in their industry field.

It is not necessary, nor is it necessarily desirable, for individual performance criteria to be demonstrated separately for assessment purposes. Rather, assessors should adopt an integrated or holistic approach to assessment. This means that a number of elements of competency or even several units of competency are assessed together. This method of assessment is encouraged in line with the concept of competence as the integration of a wide range of skills, knowledge and attitudes.

The Training Package sets out detailed assessment requirements - the evidence guide - for each unit of competency and provides advice indicating where units can be assessed interdependently. These requirements are set out within the text of each unit of competency included in Part B of each Industry Curriculum Framework Syllabus. The Support Documents also provide valuable information about Assessment

**Learning and Assessment Strategy**

There must be a documented learning and assessment plan for each VET Course being delivered in a school. The learning and assessment plan is a specification for the learning and assessment to be provided to student.

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Learning and assessment plans must

* Be based on data you have collected about your learners’ needs and industry/enterprise requirements.
* Be consistent with the requirements of the Training Package or accredited course.
* Be reviewed regularly following feedback on the plans from staff, learners and from workplace personnel, where relevant.

**Assessment Procedures**

Assessors must use methods that enable the gathering of valid, sufficient, accurate, consistent, current and authentic evidence for assessment decisions. The process must also be valid, reliable, and flexible and fair, the basic criteria for ensuring the effectiveness of assessment for the industry.

* **Valid**

The assessment actually assesses what it claims to assess, integrating knowledge and skills with their practical application.

* **Reliable**

The assessment process must be able to produce consistent results, no matter who does the assessment or when the assessment is done.

* **Flexible**

The assessment should be able to be conducted in a variety of situations. It should allow for diversity in how, where and when competencies have been acquired.

* **Fair**

The method chosen must not disadvantage any person, with reasonable adjustments made to assessment procedures for people with special needs. Assessment tasks should be determined with the participation of the persons being assessed.

Candidates for assessment will need to be informed about where and how assessment will take place and that they have access to RPL processes. They need to know:

* How much evidence will be collected
* When it will collected
* How it will be collected
* How they can appeal an assessment decision or the process used in assessment.

To meet the assessment requirements of the Training Package the **context of assessment** and the **critical aspects of evidence** must be integrated into assessment tools. Make sure that the key competencies/employability skills are also addressed.

#### Most units of competency require evidence to be collected over a period of time and in a number of **contexts**. You will need to ensure that assessments are designed to do this and to accurately *record* the evidence collected.

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In addition to the assessment results, assessment candidates need to receive **feedback** about how they performed – particularly those who are assessed as not yet competent. This information includes:

* how they can improve their performance
* how they might collect further evidence for assessment
* how many times they can be re-assessed
* what support is available to prepare for re-assessment.

To ensure that assessment is **equitable**, schools must:

* provide candidates with clear information about assessment
* determine the needs of candidates relating to assessment
* include and make reasonable adjustments to assessment procedures so that special needs are met
* support candidates according to their needs
* ensure that assessment candidates have easy access to appeals processes and that appeals procedures are implemented.

The key to providing quality assessment is careful planning, mapping assessment tools to Training Package/accredited course requirements, providing candidates with the level of support they require and carefully recording assessment outcomes so that they defensible.

**Appeals**

Students have access to an appeals process if they feel in any way dissatisfied with the assessment process. The student information sheet provided to students at the commencement of the course briefly indicates the regional process for appeals. Students should be referred to this process if necessary. The detail of the process outlined here for teachers to reference. Students should be given this information to ensure they are aware of the process

**Assessment Validation**

Validation involves reviewing, comparing and evaluating assessment processes, tools and evidence contributing to judgments made by a range of assessors against the same standards. Validation strategies may be internal processes with stakeholders’ involvement or external validation with other providers and/or stakeholders. The goal of validation is to ensure that assessment is valid, reliable and fair and that decisions are made on the basis of sufficient and appropriate evidence. Validation is also a way to ensure that different applications of industry performance criteria or performance benchmarks remain within acceptable limits. Assessment validation is sometimes called assessment moderation.

The RTO‘s assessment validation policy is in the appendices.

More information on validation of assessment can be found at the Vocational Education and Assessment Centre’s Website [www.veac.org.au](http://www.veac.org.au)

**Work placement**

Student work placement is a mandatory component of all Industry Curriculum Frameworks. Workplacement involves students participating in structured training programs at workplaces. Workplacement requires negotiation between the school and the employer about the course competencies to be achieved on the job. It involves an integrated approach to off-the-job and on-the-job training.

**Occupational Health and Safety**

All dual accredited vocational courses have an occupational health and safety component, which ***must*** be successfully completed prior to students undertaking workplacement. The purpose of this component is to provide students with the skills and knowledge determined by the NSW Workplace/Occupational Health and Safety Act.

The students undertaking the Construction course must successfully complete the requirements of the WorkCover Certificate. The students undertaking the Metals and Engineering course must complete the compulsory induction

**Workplace Learning Policy**

The Workplace Learning Policy (2005) and the Associated Documents and Forms, replaces the Workplace Learning Handbook for secondary students in government schools and TAFE NSW institutes (2001) published by the NSW Department of Education and Training’s VET in Schools Directorate.

All schools should refer to the Workplace Learning policy before organising workplacements for students. The policy and associated documents can be found at <https://www.det.nsw.edu.au/policies/curriculum/workplace_learn/index.shtml>

**Coordination and Organisation of Workplacements**

All schools are part of Local Community Partnership, which identifies placements for schools and may provide further co-ordination assistance. Schools still have a responsibility to ensure that the placements are appropriate for the particular students involved; to negotiate the individual student’s training program or the competencies to be achieved; to meet all safety and mandatory requirements, including child protection; and to supervise the student during the placement.

The establishment and maintenance of effective and ongoing partnerships with industry is dependent on schools working collaboratively with their Local Community Partnership.